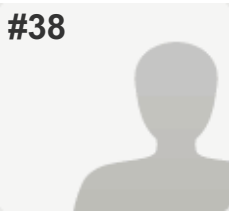


#38



COMPLETE

Collector: Web Link 1 (Web Link)

Started: Tuesday, June 30, 2015 10:59:55 AM

Last Modified: Wednesday, September 23, 2015 8:35:51 AM

Time Spent: Over a month

IP Address: 207.28.25.7

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Q1: 1a. TLC Local Plan Measure (1)

Improved teaching practices that result in engaging instruction and assessments for increased student learning.

Q2: 1b. To what extent has this measure been met?

(no label)

Mostly Met

Q3: 1c. Description of Results (1) (limited to 3000 characters)

Our staff perception survey given in Fall and Spring of this year showed an increase from 6.7% to 64.76% on the question, "The Instructional Coach has helped me improve my teaching practice."

AIMSweb –

- In 2013-2014 (prior to the TLC system) Percentile of students in grades K-4 moving into proficiency range from fall to spring on the comprehension measure was 16.55%
- 2014-2015 (first year of TLC) Percentile of students in grades K-4 moving into proficiency range from fall to spring on the comprehension measure was 17.4%
- 2015-2016 (second year of TLC) Our Fall assessment on the comprehension measure has students starting out, on average, 7.6 percentile higher than the fall testing of the previous two years. (we will see how the percent increases in the spring)

NWEA MAP – Since writing the grant, we have dropped NWEA MAP as an assessment system in the district. We have replaced it with ACT's system of EXPLORE, PLAN, and ACT. We do not have comparison data for this new measure yet.

ITS –

- On the Reading assessment, the percent proficient by grade went up on average 2 percentile points from 2013-2014 to 2014-2015
- On the Reading assessment, all grade level cohorts with the exception of grades 10 and 11 made positive growth in reading, on average 15.3 NSS).
- On the Mathematics assessment, all grade level cohorts made positive growth, on average 13.8 NSS, from the 2013-2104 test to the 2014-2015 test
- According to the Domain Performance in Reading on the Iowa Core: grades 3-8, Western Dubuque Community School District outscored the AEA and the State in all three categories of Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas in grades 3, 4, 6, and 8.
- According to the Domain Performance in Mathematics on the Iowa Core: grades 3-11, Western Dubuque Community School District outscored the AEA and the State in all five categories in all grade levels (3-11)

District Common Assessments –

- We did not have a district-wide data system for common assessments in years prior – we do now, so we will be able to start using this data to measure effectiveness.

Cascade Elementary is coming off of the SINA designation this year. Our Instructional Coach played a big part in this school increasing their student achievement at the rate necessary to earn their way off the SINA list.

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Q4: 2a. TLC Local Plan Measure (2)

Promote a supportive environment for beginning, career, and mentor teachers for continued professional growth.

Q5: 2b. To what extent has this measure been met?

(no label)

Mostly Met

Q6: 2c. Description of Results (2) (limited to 3000 characters)

90.91% of teachers in our Mentoring and Induction program reported a very high quality of the mentoring and support they received from their mentor. Additionally, 70% felt the mentor teachers helped them "be a more effective teacher", 60% felt the mentors helped them "impact students' learning," and 60% felt mentoring helped them "work collaboratively with other teachers." • When asked to report out on the number one person the teacher go to for support, 27% reported their mentor, 36% reported the instructional coach, and 55% reported another teacher in the building that teaches the same grade or class. (teachers could select multiple options) • 72.7% of teachers involved in the mentoring program reported the time they meet with their mentor teacher was just right. • The top skills the teachers reported that they appreciated from their mentors were: active listening (100%), providing constructive feedback (87%), and building my confidence (73%) • The most effective part of working with the mentors was: "observing other teachers and reflecting with my mentor" • 90% of teachers reported the mentor helped them connect with the Instructional Coach or other teacher for support • 70% of teachers reported the mentor helped be a more effective teacher

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Q7: 3a. TLC Local Plan Measure (3)

Ensure systematic continuous improvement through collaboration, teacher leadership, and best practice instruction strategies.

Q8: 3b. To what extent has this measure been met?

(no label)

Mostly Met

Q9: 3c. Description of Results (3)(limited to 3000 characters)

81.28% of teachers have been involved in our systematic continuous improvement efforts of collaborating with an instructional coach.

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Impact of TLC Plan

Q10: 4a. TLC Local Plan Measure (4)

Provide multiple leadership opportunities for all through a fair and rigorous selection process

Q11: 4b. To what extent has this measure been met?

(no label)

Fully Met

Q12: 4c. Description of Results (4)(limited to 3000 characters)

We hired 9 Instructional Coaches, 13 Mentor/Model teachers, and 25 Professional Development Facilitators through our planned and approved rigorous selection process.

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Q13: 5a. TLC Local Plan Measure (5)

Create a closer and more cohesive district professional community

Q14: 5b. To what extent has this measure been met?

(no label)

Fully Met

Q15: 5c. Description of Results (5)(limited to 3000 characters)

79.03% of teachers reported "yes" to "The Instructional Coach has provided professional development that pertains to me." 97.40% of teachers agreed that our Professional Development gave them a "positive opportunity to interact with other participants."

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Q16: 6. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).

Continue to strive for 80% or higher on all goal areas. Specifically work toward an increased percentage of teachers feeling "The Instructional Coach has helped me improve my teaching practice." from 64.67% to at least 80%.

Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.

Teacher Quotes from our Perception Survey given in the Spring of 2015: " I really loved working with my instructional coach - not only does she give me feedback on my teaching, but she helps me grow positively as a teacher. The IC help and support has been so central to my time here, and I'm really looking forward to working with her more next year." "The TLC system has made a positive impact on the building as a whole." "Love having an instructional coach to go to when you want to try something new but aren't sure how to take it on alone."

Impact of TLC Plan

Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

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Q19: Name of School District:	Western Dubuque Community School District
Q20: Name of Superintendent	Rick Colpitts (previously Jeff Corkery)
Q21: Person Completing this Report	Kelly Simon
Q22: Date of Submission	6.30.2015
